

# The College Student Perspective on Reintegration

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## Introduction & Methods

- ❖ Schools are focusing on Reintegration processes for their returning students
- ❖ 16 of 31 suspended students returned to UD for the 2018-2019 school year
- ❖ Purposeful sample of students who have returned from a disciplinary suspension & are still at UD/are coming back to UD
- ❖ Voluntary Participation of four (4) returning students
- ❖ Utilized semi-structured interviews and document submission

### Research Questions

- ❖ How do students navigate their return to campus after suspension?
- ❖ To what extent do they describe changes in their personal growth or development since returning to campus?
- ❖ How do students describe interactions with the institution upon their return and institution support structures?

## Literature Review

- ❖ Suspension is seen as counterproductive
- ❖ Reintegration is different dependent on community
- ❖ Other populations with research are prisoners or through academic suspension
- ❖ Restorative Justice/Reintegration
- ❖ UD uses The Flyer Legacy Program

## Results

- ❖ While suspension was not what they wanted, students accepted the decision
- ❖ Reintegration Circle was an overall positive experience
- ❖ Students were excited to return, but nervous- feelings of having a target on their back
- ❖ There was overall growth in multiple directions
- ❖ All wanted to set a positive example for other students who may face similar challenges and give back to the community

***“Everyone messes up and it’s okay to do so. It is not about the mistake you made, it is about what you learn from it and how you move forward. Some of the best things can come out of more challenging situations”***

## Discussion

- ❖ Reintegration is an important factor for overall student success when returning to a university
- ❖ Growth truly occurred once the student was able to accept what had happened, their actions, and the consequences
- ❖ The outlook of the student on the suspension process was crucial to determining if there was growth from the entire process
- ❖ College and university reintegration settings are similar, but not the equivalent to previous research on secondary education or reintegration for prisoners
- ❖ Restorative Justice practices are still making their way into higher education and could be utilized for multiple programs
- ❖ Universities should create a program in order for students to make meaning out of their suspension process
- ❖ Universities should spend time on reintegrating their students on a relationship basis
- ❖ Universities should utilize restorative justice practices
- ❖ Every students experience is different, larger populations of students are needed to find more

